



**USAID** | **SENEGAL**  
DU PEUPLE AMERICAIN

# MATERIALS PRINTING & DISTRIBUTION REPORT

2019-2020 STUDENT AND TEACHER MATERIALS (OUTPUT 1.1)  
PRE-DISTRIBUTION AND IMMEDIATE POST-DISTRIBUTION AUDITS

## LECTURE POUR TOUS

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## ACRONYMS

IA	<i>Inspection d'Académie</i>
IEF	<i>Inspection de l'Education et de la Formation</i>
MEN	<i>Ministère de l'Education National</i>
POD	<i>Proof Of Delivery</i>

## EXECUTIVE SUMMARY

Through the *Programme d'Amélioration de la Qualité, de l'Équité et de la Transparence (PAQUET)*, the Government of Senegal and its *Ministère de l'Éducation nationale (MEN)*, have committed to strengthening teaching and learning systems for core subjects such as reading and mathematics in order to improve academic outcomes for students in the early grades. To contribute to the achievement of these national goals, the USAID-funded Lecture Pour Tous program is supporting the MEN to significantly increase reading results in Grades 1-3 through an explicit, systematic phonics approach based on international best practices. Lecture Pour Tous, which is contracted under USAID/All Children Reading and implemented by Chemonics International and a consortium of partners, began at the end of October 2016 and runs through July 10, 2021 and benefits 6 regions. This technical assistance program targets three outcomes to achieve this goal: improved early grade reading instruction in public primary schools and daaras, improved delivery systems for early grade reading (EGR) instruction, and improved parent and community engagement in early grade reading.

As part of achieving Output 1.1 of the program – provision of reading materials in the Senegalese language – Lecture Pour Tous worked with the MEN to distribute teaching and learning materials consisting of teacher's guides, alphabetical charts, student textbooks, take-home booklets, and decodable leveled readers in Wolof, Pulaar, and Seereer for Grade 1 (*cours d'initiation*, or “CI”), Grade 2 (*cours préparatoire*, or “CP”) and Grade 3 (*cours élémentaire 1*, or “CE1”) in the program's six targeted regions: Diourbel, Fatick, Kaffrine, Kaolack, Louga and Matam for the 2019-2020 school year to each of the 3,979 targeted schools, including *daaras*. Following an open and competitive bidding process, an international printing company printed these materials and a distribution company delivered the teaching and learning materials for the 2019-2020 academic year. Lecture Pour Tous facilitated a second wave of distribution between December 5, 2019 through the end of 2019 to permit pick up of materials for the remaining school directors.

Contractually, a single report that describes the results of the pre-distribution and immediate post-distribution audits of these materials must be submitted to USAID and the MEN within 30 calendar days following completion of the immediate post-distribution audits. These audits cover all the teaching and learning materials made available to students and teachers engaged in Year 4 of the Lecture Pour Tous program during the 2019-2020 school year. Lecture Pour Tous has experienced challenges in the editing and printing phase of the materials, which can be summed up as delays in finalizing the editing of the materials (prepress), resulting in a slight delay in the distribution of the materials.

The two audits, conducted respectively in late 2019 and early 2020, confirm that the ordered quantities of all materials were correctly printed and packaged before distribution, and that these materials were effectively distributed to the *Inspection de l'Éducation et de la Formation (IEF)* offices in each targeted department as planned, before school directors then picked up the materials and brought them to their schools in a publicized distribution campaign. Overall, Lecture Pour Tous observed no major problems during pre-distribution. The program's logistical team complied with the established distribution plan, shipping the various batches of materials to each IEF and region. Materials were received at the various warehousing locations and within the established deadlines, so that the distribution campaign from the IEFs to the school directors could be initiated as planned. During the distribution campaign, Lecture Pour Tous collaborated with relevant actors to successfully plan and execute an efficient delivery to field sites.

The distribution campaign was held from November 18 to December 5, 2019, demonstrating progress against the prior year's materials distribution, centrally at the IEF level and simultaneously in one region in each of the program's intervention zones. Each IEF had three days of distribution during which school directors were invited to collect and transfer materials to their schools. After 18 days of distribution, a satisfactory time frame for such a large-scale operation, nearly 701,000 tools consisting of student textbooks, take-home booklets,

decodable leveled readers, read-aloud storybooks, teachers' guides, and alphabetical charts were distributed to public school and daara directors. These materials for 8,627 classes will benefit 338,894 students who will receive the teaching and learning tools in the correct language.

It is important to note that this distribution takes existing stock in classrooms into account, including teaching materials in usable state that were distributed during the 2018-2019 school year (year 3 of the program). The innovation in this year's process was the introduction of an electronic tracking system ("track and trace") guaranteeing the traceability of materials from storage to distribution at the IEFs.

The conclusion of the immediate post-distribution audit revealed one of the key challenges to be inconsistency in reported estimated number of students vis-à-vis enrolled students. This discrepancy ultimately resulted in a lack of teacher guides printed, and therefore distributed, before the end of 2019. To address the immediate challenges while additional guides were printed, Lecture Pour Tous prioritized teachers (over school directors and inspectors in some provinces) as first recipients of teacher guides. For those teachers who did not receive guides in the initial waves of distribution, Lecture Pour Tous ensured the electronic versions were available to teachers and directors to facilitate lesson delivery. The additional teacher guides were printed in early 2020 and scheduled for distribution in March 2020. *(NB: due to impacts of COVID-19, including the closure of schools in Senegal, the distribution of additional guides has only been partially completed as of this report submission. Lecture Pour Tous is prepared to complete remaining distribution as soon as situation permits.)*

In summary, the November 2019 teaching and learning materials distribution campaign led to the delivery of the correct quantities and languages of Lecture Pour Tous teaching and learning materials to nearly 89% of all schools and daaras, thereby benefitting 338,894 students across 21 IEFs.

Despite several challenges, the distribution campaign for 2019-2020 teaching and learning materials was successful overall. Lessons learned during the 2018-2019 distribution made it possible for Lecture Pour Tous to distribute the instructional materials within just 18 days. Despite the fact that it was executed in November 2019 due to delays in the development, printing, and shipping of the materials, this rapid distribution effort is considered a success by all of the partners and beneficiaries. Furthermore, the upcoming 90-day post-distribution audit will allow the MEN and Lecture Pour Tous to fully confirm that the sufficient quantity of all material types in the right language are in fact in the hands of students and teachers, and that they are being used and managed effectively.

# **I. PRE-DISTRIBUTION AUDIT OF 2019-2020 STUDENT AND TEACHER MATERIALS**

## **A. Summary of the Printed Student and Teacher Materials**

The printing of educational materials for the 2019-2020 school year was done in several phases, taking into account the volume, different publishing deadlines, and the time needed to allow local printers to compete. This strategy has been successful, as it has allowed for the materials to be organized in batches, which were produced by several suppliers following broad competition.

As a result of multiple competitive bidding processes conducted beginning in late 2018, one international printer and two local printers were contracted to print the required teaching and learning materials. Given the volume of materials needed, different publishing deadlines, and the time necessary to complete a competitive bidding process, Lecture Pour Tous decided to group the required materials in to different “lots” and employ a phased approach to procuring the teaching and learning materials for the 2019-2020 school year to increase the likelihood of on-time distribution.

Following a request for proposals published in November 2018, the Senegalese firm CONSUP SARL – one of the participants in Lecture Pour Tous’ capacity building sessions for publishers conducted throughout 2019 – was selected to design and print 2,100 read-aloud story books for CP in Wolof, Pulaar and Seereer. Lecture Pour Tous collaborated with and supervised CONSUP SARL throughout the process to ensure the production of quality products, and integration of feedback from stakeholders including USAID and the MEN. The order was revised at the time of printing to a total of 3,916 copies of read-aloud story books for CP in Wolof, Pulaar, and Seereer. Further details are provided in Table I below.

Following a second request for proposals published in April 2019, Burda Druck India Ltd. was selected to print the materials specified by materials type and language in Table I below, also referred to as “Lot A.” In total, 501,854 materials were printed by Burda Druck India Ltd.

A final request for proposals published in June 2019 led to the selection of Polykrome, a Senegalese firm, for the printing the materials specified by materials type and language in Table I below, also referred to as “Lot B.” Polykrome printed a total of 53,740 items.

The total quantity was calculated based on the previous year’s enrollments, estimated number of students enrolled for the school year in question, materials available in classrooms, and remaining (leftover) materials from the prior year. The goal is to ensure that there are sufficient copies to comply with the following project ratios: one copy of the student textbook and the take-home booklet for each targeted student (i.e., all public primary CI and CP students in the regions of Diourbel, Fatick, Kaffrine, Kaolack, Louga and Matam, CEI students in the regions of Fatick, Kaffrine, Kaolack, Matam, and students in 60 daaras); one guide for each teacher per designated class; one alphabet chart for each new CI classroom; a full set of leveled readers for every 10 pupils in a classroom (with levels 1-3 intended for CI, levels 3-5 intended for CP and levels 5-7 intended for CEI); and student and teacher materials for each school director, as needed for their work as teacher coaches and supervisors.

**Table 1: Teaching and Learning Materials Printed for 2019-2020**

<b>Line Item</b>	<b>Description</b>	<b>Printer</b>	<b>Lot</b>	<b>Qty.</b>
1	Teacher's Guide/CEI – Wolof	Burda	Lot A	781
2	Teacher's Guide/CEI – Pulaar	Burda	Lot A	257
3	Teacher's Guide/CEI – Seereer	Burda	Lot A	300
4	Student Textbook/CP – Wolof	Burda	Lot A	66,536
5	Student Textbook/CP – Pulaar	Burda	Lot A	12,725
6	Student Textbook/CP – Seereer	Burda	Lot A	13,181
7	Student Textbook/CEI – Wolof	Burda	Lot A	29,884
8	Student Textbook/CEI – Pulaar	Burda	Lot A	11,112
9	Student Textbook/CEI – Seereer	Burda	Lot A	11,405
10	Take-Home Booklet/CI – Wolof	Burda	Lot A	54,650
11	Take-Home Booklet/CP – Wolof	Burda	Lot A	97,303
12	Take-Home Booklet/CP – Pulaar	Burda	Lot A	23,725
13	Take-Home Booklet/CP – Seereer	Burda	Lot A	24,861
14	Take-Home Booklet/CEI – Wolof	Burda	Lot A	29,884
15	Take-Home Booklet/CEI – Pulaar	Burda	Lot A	11,112
16	Take-Home Booklet/CEI – Seereer	Burda	Lot A	11,405
17	Decodable leveled readers – Level 3 Wolof (4 booklets per level)	Burda	Lot A	7,452
18	Decodable leveled readers – Level 4 Wolof (4 booklets per level)	Burda	Lot A	26,710
19	Decodable leveled readers – Level 4 Pulaar (4 booklets per level)	Burda	Lot A	5,138
20	Decodable leveled readers – Level 4 Seereer (4 booklets per level)	Burda	Lot A	5,312
21	Decodable leveled readers – Level 5 Wolof (4 booklets per level)	Burda	Lot A	38,664



22	Decodable leveled readers – Level 5 Pulaar (4 booklets per level)	Burda	Lot A	9,583
23	Decodable leveled readers – Level 5 Seereer (4 booklets per level)	Burda	Lot A	9,874
24	Decodable leveled readers – Level 6 Wolof (4 booklets per level)	Polykrome	Lot B	14,942
25	Decodable leveled readers – Level 6 Pulaar (4 booklets per level)	Polykrome	Lot B	5,556
26	Decodable leveled readers – Level 6 Seereer (4 booklets per level)	Polykrome	Lot B	5,703
27	Decodable leveled readers – Level 7 Wolof (4 booklets per level)	Polykrome	Lot B	14,942
28	Decodable leveled readers – Level 7 Pulaar (4 booklets per level)	Polykrome	Lot B	5,556
29	Decodable leveled readers – Level 7 Seereer (4 booklets per level)	Polykrome	Lot B	5,703
30	Read-aloud Storybook/CEI - Wolof	Polykrome	Lot B	781
31	Read-aloud Storybook/CEI - Pulaar	Polykrome	Lot B	257
32	Read-aloud Storybook/CEI - Seereer	Polykrome	Lot B	300
33	Read-aloud Storybook/CP - Wolof	CONSUP	N/A	2,475
34	Read-aloud Storybook/CP - Pulaar	CONSUP	N/A	752
35	Read-aloud Storybook/CP - Seereer	CONSUP	N/A	689
<b>Total materials printed</b>				<b>559,510</b>

## B. Printing Execution and Challenges

Burda East Africa Ltd, CONSUP SARL, and Polykrome successfully executed the publishing and/or printing projects, producing the required quantities of all titles as specified. However, there were some difficulties along the way due to changes in technical specifications (including cropping, cover page, etc.), shifts in quantities required, and delays in validating printing proofs, which delayed the distribution of materials. The major challenges in the execution of these various contracts are mainly related to final edits requested before printing and changes to the “bon à tirer” (BAT) which prolonged the validation period.

Despite the various challenges, Lecture Pour Tous was able to identify and deploy rapid response teams to turnaround the corrections in a short period of time. These teams were comprised of staff from local consortium partner ARED, an onboarded graphic designer consultant for certain Lot B materials, and/or staff from the implicated printer’s team.

In light of these findings, Lecture Pour Tous has taken a number of measures to avoid such challenges in the future. This included setting up a task force for more coordinated and holistic management of the materials production and distribution chain, as well as establishing an implementation schedule built-in evaluation stages/milestones to ensure the design and finalization of the next set of teaching and learning materials has appropriately estimated quantities and is carried out within a set-forth timeline.

### **C. On-Site Inspection of Printed Materials (Lot A)**

Lecture Pour Tous deployed its educational materials supply chain manager to Greater Noida, India, to conduct an on-site inspection production inspection (physical audit) of the production site in. From August 23-28, 2019, the Lecture Pour Tous educational materials supply manager, assisted by four staff from Burda Druck India Ltd, was able to verify and audit 30% portion of the Lot A materials produced. This audit process also inspected the quantitative and qualitative aspects of the materials, as well as packaging (lamination by batch, packaging, labelling) and palletization according to the requirements of the contract (see Annex I: On-Site Inspection report).

During this inspection, only two remarks were made to the printer. The first concerned the labelling of certain pallets with the production code instead of the title of the material, as it did not allow for easy identification of the material in the pallets. The necessary corrections were immediately made. The second concerned two samples of take-home booklets that had incorrectly stapled center pages. The printer's quality department rechecked the production of these booklets to confirm that these were two isolated cases.

The inspection visit was generally satisfactory and confirmed the printer's compliance with all the technical specifications (paper format and weight, covers, finish, etc.) required by Lecture Pour Tous for the Lot A materials.



*Figure 1: On-site inspection (Greater Noida, India)*



*Figure 2: On-site inspection (Greater Noida, India)*

### **D. Shipping and Pre-Distribution**

Based on lessons learned from prior years, Lecture Pour Tous decided to procure shipping and distribution services separately from the printing procedure. Following an open bidding process conducted in 2019, GTS

Group, a US-based logistics provider, was contracted to ship the teaching and learning materials from Mundra, India to Dakar, Senegal. In accordance with the contract signed by GTS, the service provider was responsible for all aspects of transporting the materials from India to Senegal, including booking of vessels, export formalities, import and customs clearance on arrival, unloading at the port of Dakar, and transfer to the storage site identified by Lecture Pour Tous.

Given the large volume of printed materials (eight 20-foot containers after packing) and the staggered deadlines for printing conclusion of each different material, Lecture Pour Tous conducted an initial air shipment of the first batch of priority materials needed for trainings, and thereafter, used maritime transport for the remainder of the materials to Dakar. A summary of the international air and sea shipments may be found in Table 2 below.

**Table 2: International Transportation**

Mode of Transportation	Shipment Date	Arrival Date	Reception Dates	Transport References	Quantities
Air Transport	08/29/19	09/07/19	09/27/19	AWB / 176-77347480	6 pallets with 4,014 books
Sea shipment	09/05/19	10/14/19	10/31/19 to 11/08/19	BL / MAEU585559125	8 20' containers with 497,840 books

For future shipments, the major challenge to consider is potential coordination difficulties between the selected international transport service provider and the printer. The few delays noted at this stage (8 days) are a result of time spent communicating between vendors regarding unanticipated storage fees for printed materials pending loading onto the designated ship.

## **II. Customs Formalities**

In order to obtain timely customs clearance, Lecture Pour Tous took all the necessary upstream measures to avoid customs duties and local taxes before the arrival of the materials. Despite advances measures implemented and support from both USAID and the MEN, the program encountered difficulties and a delay of 20 days during the customs clearance process, primarily resulting from customs authorities requirement of an import declaration (that needed to be made prior to shipment) due to the total value of the shipment. Given the value of the air shipment, a prior import declaration had to be made by the service provider before the materials could be shipped to Senegal.

The customs clearance process for the second shipment of materials by sea was carried out without great difficulty. Despite having finalized customs clearance formalities and having obtained the necessary exit authorization, the containers were released from port after 17 days (7 days more than anticipated), due to extreme traffic and congestion at the port of Dakar. The program reached out to authorities at the port, but was ultimately unable to get the materials out more quickly.

## **III. Pre-Distribution Storage**

The storage and distribution of teaching and learning materials for the 2019-2020 school year was entrusted to Bolloré Transport and Logistics following a call for tenders in August 2019. Prior to the arrival of the

materials, a team from Lecture Pour Tous went to identify, audit, and validate the storage location to be used in order to ensure compliance with storage and safety standards. The Bolloré warehouse, located in Potou, Dakar, was selected as the storage site for all the educational materials to be distributed for the 2019-2020 school year. The inspection at the Bolloré warehouse focused on both printed materials (locally and internationally) and on remaining materials from the distribution of Year 3, transferred from Kaolack (Lecture Pour Tous storage site) to Dakar, as Bolloré was unable to repackage and integrate these materials into its electronic tracking system from Kaolack. This inspection included:

- Lot A educational materials printed by Burda Druck India Ltd in India;
- Lot B materials printed by Polykrome in Dakar;
- CP read-aloud story books printed by Polykrome in Dakar ;
- Remaining materials from last year's distribution from Kaolack

A total of 559,510 newly printed materials and 325,085 materials from pre-existing stock were centralized in Potou. Lecture Pour Tous carried out its final pre-distribution audit as the printers transferred the materials to the Bolloré warehouse. To carry out this audit, the Lecture Pour Tous team used the following documents to verify compliance:

- Printing contracts
- Packing list and/or delivery slip from the printers
- Bill of landing, AWB and/or delivery note from the carriers

Cross-referencing these different documents with the stock received in Dakar and stored at Bolloré enabled Lecture Pour Tous to inspect and ensure all printed documents had been received and were in good condition before distribution. The team then prepared an inspection form (see Annex 2) documenting the receipt of printed quantities by type of item. The table below summarizes the inspections carried out.

**Table 3: Pre-distribution Inspections Performed for the 2019-2020 Teaching and Learning Materials**

Element of the pre-distribution audit of the main material distribution phase	Quantities printed	Signature of press proof	Production date	On-site Inspection date (India)	Findings following the on-site inspection in India	Site inspection in Senegal	Findings following the on-site inspection in Senegal	Supporting documents for audit purposes
Lot A / Air freight: CEI teacher's guides, student classroom textbooks, and student take-home booklets.	4,014	07/12/19	08/23/19	08/24/19	Quantities verified vs. P.O.	10/02/19	Quantities verified vs. P.O.	On-site inspection report, Inspection forms
Lot A / Sea freight: student classroom textbooks, student take-home booklets, decodables leveled readers CI, CP, CEI	497,840	14/08/19	08/23 to 08/27/19	08/27/19 08/28/19	N/A	11/08/19	Quantities verified vs. P.O.	On-site inspection report, Inspection forms

Lot B: decodable leveled readers and read aloud booklets for CE1	53,740	10/23/19	11/30/19	N/A	N/A	11/14 to 11/30/19	Quantities verified vs. P.O.	Inspection forms
Read aloud booklets for CP	3,916	07/31/19	10/31/19	N/A	N/A	11/04/19	Quantities verified vs. P.O.	Inspection forms
Remaining Materials from Year 3 (Lot A)	325,057	Year 3	Year 3	N/A	N/A	10/13/19	Quantities verified vs. POD.	Inventory Report



Figure 3: Pre-Distribution Inspection -  
Bolloré Warehouse Dakar Senegal



## IV. Dispatching and Transport

Lecture Pour Tous submitted a detailed database and distribution plan to Bolloré, specifying the quantities and types of materials to be delivered to each of the 21 targeted IEFs as well as the specific distribution dates.

The database, which provides information on IAs, IEFs, schools, enrollment by level and language, directors, types of materials, and quantities to be distributed, was submitted after the one-month deadline set by Bolloré. This deadline aimed to give them the time to set up a track and trace system and to ensure its configuration (creation of files in Link, QR Codes, electronic PODs, etc.), and to repackage and dispatch the materials by school from the warehouse. The delay in the transmission of the database, due to its finalization and the difficulty of having reliable data during this period coinciding with the start of the school year with the new enrolments and class openings, resulted in the change of the option to carry out dispatching by school at the warehouse level (to be done by IEF) and the non-finalization of data entry in the tracking system at the start of operations.

The situation also impacted the distribution plan initially agreed upon with Bolloré and shared with the Lecture Pour Tous zonal offices, the MEN's *Direction des Inspections d'Académie* (IA) at the regional level, and the IEFs. All the materials have been distributed at the IEF level and some IAs of Louga, Matam and Kaffrine received the materials with some delays.

By strengthening its team and making them work on weekends, Bolloré was able to start distribution operations according to schedule. The transfer of materials to each IEF, according to the database indications provided by the program, was generally done in a timely manner except for a few AI (03) for which delays were noted in the delivery of materials resulting in each case in a delay of 24 hours of distribution.

Lecture Pour Tous provided Bolloré with all the necessary data (e.g. list of schools, location, names of directors, list of materials) so that the various stages of materials transportation to the IEFs could be documented.

Both the departure of the materials from Dakar and their arrival on site were checked. On departure: a shipping list, by truck, is signed by the warehouse manager and the carrier at the time of departure from the warehouse. On arrival: a receipt slip is signed by the representatives of Lecture Pour Tous, the stock accountant, and the Bolloré agent, then certified by the IEF of the jurisdiction concerned.



Figure 4: Dispatching materials by IEF - Bolloré Warehouse - Dakar, Senegal

## **2. IMMEDIATE POST-DISTRIBUTION AUDIT OF THE 2019-2020 TEACHING AND LEARNING MATERIALS**

### **A. Summary**

Bolloré Transport and Logistics conducted the principal materials distribution operation in the targeted 21 IEFs from November 18 to December 5, 2019 s. Following the transfer of the materials to the IEFs, the MEN and Lecture Pour Tous organized a distribution campaign for school directors to travel to the designated distribution site for their IEF to collect the materials for their schools.

Most of the materials were given to the school directors during these distribution days, with a satisfactory collection rate of 88.56% for all 21 IEFs. However, even if almost all the targeted schools were able to recover the available materials, Lecture Pour Tous was confronted with two major difficulties: the evolution of observed enrollments in the field compared to forecasts, and a shortage of teacher guides. Lecture Pour Tous adapted to this situation by organizing inter-site material transfers (IEF) during the distribution operations to make up for the shortfalls linked to the discrepancies between estimates and actual data in the field. With regards to the shortage of teacher guides, Lecture Pour Tous prioritized the provision of materials to teachers and shared the electronic version to reduce the delay and to enable the continuation of teaching. These materials have been reprinted, and distribution will begin in the second week of March.

For the few schools whose directors, although notified, were late in collecting their materials or needed additional materials, Lecture Pour Tous implemented a mitigation plan in order to deliver the remaining materials and make them available to these schools. , This distribution continued via the Lecture Pour Tous focal points and the IEF's educational materials officer throughout December, during the training of the directors from December 17-20, 2019. This mitigation plan made it possible to complete distribution Lecture Pour Tous schools, while the additional guides were being printed and their distribution being planned.

The dedicated involvement of Bolloré representatives, the IEF educational materials officer, and the Lecture Pour Tous field-based staff, along with the distribution strategies adopted (see Annex 3) contributed significantly to the success of this operation.

### **B. Distribution Strategy and Plan**

Based on the lessons learned during Lecture Pour Tous' 2018-2019 materials distribution, the team largely maintained the same strategy for 2019-2020 consisting of centralized distribution to IEFs and simultaneous distribution in several regions (see Table 4 below for details). Thus, the transfer and storage of materials was mainly carried out in the offices of the IEFs, schools, or regional teacher training centers, which also served as distribution sites.

As the preparation of materials continued at the warehouse level even after distribution had begun, Bolloré was unable to prepare and position the materials for all the IEFs, in accordance with the distribution plan, the day before the start of operations. The distribution plan covering all 21 IEFs, taking into account the logistical aspects, the mobility of the staff involved, the location and accessibility of the distribution sites initially discussed and agreed with Bolloré, the IAs, and IEFs, was finally readjusted. The distribution schedule, summarized below, integrates these different aspects:

**Table 4: Teaching and Learning Material Distribution Campaign Dates by Region and IEF**

Regions (IAs)	IEFs	DATES (2019)		
		Planned	Adjusted	Actual
Diourbel	Diourbel	November 6-8	November 18-20	November 18-20
	Mbacké	November 6-8	November 18-20	November 18-20
	Bambey	November 6-8	November 18-20	November 18-20
Kaolack	Kaolack Commune	November 6-8	November 21-23	November 21-23
	Kaolack Département	November 6-8	November 21-23	November 21-23
	Guinguinéo	November 6-8	November 21-23	November 21-23
	Noro	November 6-8	November 21-23	November 21-23
Louga	Louga	November 13-15	November 24-26	November 25-27
	Kebemer	November 13-15	November 24-26	November 25-27
	Linguère	November 13-15	November 24-26	November 25-27
Fatick	Fatick	November 13-15	November 27-29	November 27-29
	Foundiougne	November 13-15	November 27-29	November 27-29
	Gossas	November 13-15	November 27-29	November 27-29
	Diofior	November 13-15	November 27-29	November 27-29
Matam	Matam	November 20-22	Nov. 29-Dec. 1	Nov. 30-Dec. 2
	Ranerou	November 20-22	Nov. 29-Dec. 1	Nov. 30-Dec. 2
	Kanel	November 20-22	Nov. 29-Dec. 1	Nov. 30-Dec. 2
Kaffrine	Kaffrine	November 20-22	December 2-4	December 3-5
	Birkilane	November 20-22	December 2-4	December 3-5
	Koungueul	November 20-22	December 2-4	December 3-5
	Malem Hodar	November 20-22	December 2-4	December 3-5

Throughout the distribution process, Lecture Pour Tous undertook a number of actions, some of which are summarized in the table below, which were necessary for the planning and execution of the distribution process, in order to ensure the efficient delivery of materials to the various previously identified distribution sites.

**Table 5: Lecture Pour Tous Materials Distribution Planning and Oversight Measures**

N°	Step	Points of Contact
1	Planning and organizing the distribution of materials	Educational Materials Supply Chain Manager
2	Establishment and sharing of the distribution database	MEL
3	Liaise between Lecture Pour Tous and the service provider selected for distribution	Educational Materials Supply Chain Manager/Operations



4	Validate the chosen distribution strategy with the selected provider and ensure its implementation	Educational Materials Supply Chain Manager/Operations Team/Bolloré
5	Inform the DEE of the material distribution schedule	Program Director
6	Conduct inspection of printed materials	Educational Materials Supply Chain Manager
7	Supervise field distribution	Supply Chain Manager/Zonal Office Coordinators
8	Invite the IEFs to participate in the distribution of the materials in their district	Academy Inspectors
9	Ensure the availability and security of storage/distribution sites before starting operations	Zonal Office Coordinators/ IEF Focal Points
10	Ensure the participation of subject accountants in distribution operations and summon school directors for the removal of materials	Education and Training Inspectors
11	Monitoring of dispatching and transfer of materials at the 21 distribution sites	Educational Materials Supply Chain Manager/Bolloré
12	Supervise distribution sites and propose corrective actions as needed	Educational Materials Supply Chain Manager
13	Receipt, joint verification of materials received at the IEFs, and control of delivery slips	IEF Educational Materials Officer/IE Focal Points
14	Ensuring the support of the to the focal points in the distribution of materials to the sites	MEL Liaisons, Zonal Office Coordinators
15	Receive, control, and organize the transfer of materials received to schools	School Directors
16	Ensuring the collection, entry, analysis of distribution data, and archiving of delivery slips	MEL Liaisons
17	Evaluation of the distribution	Zonal Office Coordinators/Educational Materials Supply Chain Manager, MEL, IEF Focal Points, Operation, Compliance Officer, DCOP
18	Participation in closing the gaps observed in the schools	IEF Educational Materials Officer, MEL Liaison/IEF Focal Points, Zonal Office Coordinators, Educational Materials Supply Chain Manager
19	Document the distribution process and establish the different pre- and post-distribution audit reports	Educational Materials Supply Chain Manager
20	Review and support in the elaboration of the different Pre and Post distribution audit reports	MEL, DCOP

During the distribution campaign, each IEF had three days during which all school directors were required to remove and transfer their materials to their respective schools. To support this process, Lecture Pour Tous ensured that three Bolloré agents, the IEF's Educational Materials Officer, and two Lecture Pour Tous employees made up the distribution team. The presence of the distribution team at each IEF allowed for greater efficiency and distribution of tasks during the distribution operations. Upon delivery of the materials by Bolloré, representatives supervised the unloading and classification of the materials by category and language with the support of locally recruited handlers.

Following these operations, Bolloré representatives, the IEF materials manager, and Lecture Pour Tous staff inspected the materials received by checking the quantities received against the delivery slips and their condition. A receipt slip, signed by the parties concerned and certified by the Inspector of Education and Training, was then completed to document the transfer of materials to the IEF.

The distribution operations began after this verification phase, with the arrival and reception of the school directors by the IEF educational material officer and Lecture Pour Tous staff. The Lecture Pour Tous staff, in collaboration with the IEF Educational Materials Officer, was then in charge of identifying the directors and confirming with them the information already entered (pre-registered) on each delivery note: name of the school, number of classes, level of classes (CI,CP,CEI), and number of pupils and language of instruction (Wolof, Pulaar or Seereer). Each delivery note checked was then sent to the Bolloré agent in charge of dispatching to prepare the materials for the school. The director then checked the conformity of his allocation with the delivery note and certified the receipt of the materials by placing the school stamp on the document.

Finally, a copy of the delivery note was given to the Director, who with this document went to the second Lecture Pour Tous staff member to recover transportation reimbursement costs. Although most school directors used their motorbikes or carts to transport their materials, Lecture Pour Tous reimbursed transport costs based on a fixed mileage rate (school - distribution site). Directors systematically acknowledged receipt of transport reimbursements by signing the receipt forms.

This strategy, adopted for all 21 IEFs, enabled effective collaboration between local education authorities, Lecture Pour Tous staff, and the school directors of the various beneficiary schools. Lecture Pour Tous was thus able to carry out the distribution of the available teaching materials to almost all of the school directors during the three days of intensive distribution in each IEF.



Figure 5: Distribution of materials to school directors, who are responsible for taking them to their schools.

There are two important points to note in the process of distributing educational materials for the 2019-2020 school year:

1. The distribution was carried out considering the existing stock in the classrooms, including teaching materials in perfect condition for use distributed during the 2018-2019 school year (Year 3 of the program). Lecture Pour Tous had first estimated a wastage rate of 3% for these CI and CP materials, and in collaboration with the school directors, proceeded to first replace the deteriorated Year 3 materials and then completed the allocation of schools in accordance with the actual updated enrollments. This measure concerned all teaching materials apart from the take-home booklets, which were totally replaced. At the end of this exercise, the classrooms will have identical materials from two generations: those distributed in Year 3 and Year 4 of the program.
2. The introduction of an electronic track and trace system to facilitate real-time tracking was the innovation in this year's teaching and learning materials distribution process. Through its web and mobile solution "Link Tracking Solutions", Bolloré introduced a system to enable the electronic tracking of materials from storage to distribution at the IEF level. Thus, at the time of validation of the physical delivery slip by the school director, the Bolloré agent also ensured the accuracy and recording of the data (barcode) in the system to guarantee electronic tracking. The head teacher was then required to confirm the receipt of the materials in the system by putting his electronic signature on the smartphone, before taking a picture of himself or herself with the materials received.

In the end, this system, which was supposed to allow real time monitoring, inventory, localization and data compilation, was not completely efficient as the data parameterized upstream proved to be different from the real data in the field. This situation is mainly linked to the difficulty of controlling fluctuating enrollments (new enrollments, new openings, schools initially considered but ultimately non-functional, etc.) and to the consideration of existing equipment in the field (usable materials available in the classrooms). To correct this and guarantee the reliability of the data, Lecture Pour Tous adapted by providing physical delivery notes and

by asking Bolloré agents to enter the various modifications into the system as comments throughout the distribution. This made it possible to have the distribution data available through these physical PODs while waiting for the comments entered in the system to be taken into account and processed. Bolloré has currently mobilized a team that is reworking the database to make it compliant and communicate the actual distribution statistics.

The triangulation of the data from the physical PODs used to write the before and after immediate distribution report, data from "Link Tracking Solutions" and data from internal (MEL Lecture Pour Tous field mission) and external (call center and Telerivet) surveys, will be used as a basis for comparison to certify the data in this report, and as support for the 90-day post-distribution audit report.

## C. Results

An analysis of the delivery slips for the teaching and learning materials distribution campaign conducted from November 18 to December 5, 2019 revealed the results presented in each of the tables below and detailed by type of material.

In summary, the following general conclusions can be drawn:

- During the distribution campaign, the vast majority of school directors, specifically 3,524, received the Lecture Pour Tous teaching and learning materials in the right language. This represents 88.56 per cent of all schools and daaras targeted by program for the 2019-2020 school year;
- Learning materials were distributed to 339,674 students in 8,743 classes;
- 106 alphabet charts, 60 in Wolof and 46 in Pulaar, were distributed either as part of the opening of new CI classes or to replace damaged alphabet charts;
- A total of 2,384 teaching guides were distributed to the teachers of the 21 IEFs. An overall shortfall of 5,246 CI, CP, and CEI teacher guides in Wolof, Pulaar, and Seereer was assessed to cover all the needs of both the remaining teachers and the directors, and inspectors involved in coaching. The reprint of these materials has just been finalized;
- After the distribution campaign, LPT helped to distribute the necessary quantities of each type of material to the remaining schools whose directors were not able to collect their materials during the distribution days. This gap-filling exercise was completed by the end of December 2019, with the exception of the teacher guides for which distribution will take place in March 2020.
- 61.24% of the total materials were distributed to the directors of Wolof schools, compared to 21.34% for Pulaar schools and 17.42% for Seereer schools.

**Table 6: Total Number of Schools Represented in the Materials Distribution, by Region, IEF and Language**

IAs	IEFs	Schools			
		Wolof	Pulaar	Seereer	TOTAL
Diourbel	Bambey	125	1	35	161
	Diourbel	120	6	71	197
	Mbacke	106	14	12	132
Fatick	Diofior	13	0	131	144
	Fatick	17	5	154	176
	Foundiougne	160	6	71	237
	Gossas	77	10	32	119
Kaffrine	Birkilane	84	16	2	102

	Kaffrine	147	8	5	160
	Koungheul	100	28	1	129
	Malem Hodar	84	7	5	96
Kaolack	Guinguineo	100	8	33	141
	Kaolack Commune	51	0	0	51
	Kaolack Département	166	15	47	228
	Nioro	240	35	1	276
Louga	Kebemer	184	21	0	205
	Linguere	108	113	14	235
	Louga	262	47	0	309
Matam	Kanel	0	120	0	120
	Matam	14	195	0	209
	Ranerou	0	97	0	97
Totals		2,158	752	614	3,524
Percentage		61.24 %	21.34 %	17.42 %	100 %

- 540 CI Teacher's Guides were distributed to the Teachers of the 21 IEFs concerned, i.e. 10 in Wolof, 146 in Pulaar, and 84 in Seereer respectively. This allocation complements the existing CI Teacher's Guides already available and usable in the classes. The details are available in the table below:

**Table 7: Total Number of CI Teachers Guides Distributed, by IEF and Language**

IEF	Total of CI Teacher's Guides - Wolof	Total of CI Teacher's Guides - Pulaar	Total of CI Teacher's Guides - Seereer
Bambey	1	0	0
Birkilane	13	16	0
Diofior	5	0	3
Diourbel	25	2	46
Fatick	4	0	10
Foundiougne	5	0	6
Gossas	29	5	6
Guinguineo	0	0	0
Kaffrine	30	0	0
Kanel	0	16	0
Kaolack Commune	3	0	0
Kaolack Département	3	0	0
Kebemer	28	5	0
Koungheul	7	5	0
Linguere	37	27	6
Louga	67	15	0
Malem Hodar	13	2	1
Matam	1	20	0
Mbacke	39	1	6
Nioro	0	0	0
Ranerou	0	32	0

<b>Grand Total</b>	<b>310</b>	<b>146</b>	<b>84</b>
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- 853 CP Teacher's Guides were distributed to the Teachers of the 21 IEFs concerned, ( 549 in Wolof, 169 in Pulaar and 135 in Seereer). This allocation complements the existing CP Teacher's Guides already available and in use. See Table 8 below for details by IEF;

**Table 8: Total Number of CP Teachers Guides Distributed, by IEF and Language**

IEF	Total of CP Teacher's Guides - Wolof	Total of CP Teacher's Guides - Pulaar	Total of CP Teacher's Guides - Seereer
Bambey	0	0	0
Birkilane	9	8	0
Diofior	1	0	6
Diourbel	39	3	83
Fatick	9	1	14
Foundiougne	34	5	5
Gossas	60	6	4
Guinguineo	6	0	0
Kaffrine	81	2	0
Kanel	0	14	0
Kaolack Commune	13	0	0
Kaolack Département	39	16	5
Kebemer	36	0	0
Koungheul	19	8	1
Linguere	27	18	7
Louga	132	41	0
Malem Hodar	7	2	2
Matam	0	25	0
Mbacke	38	3	8
Nioro	0	0	0
Ranerou	0	17	0
<b>Grand Total</b>	<b>549</b>	<b>169</b>	<b>135</b>

- 961 Teacher's Guides CEI were distributed to the Teachers of the 15 IEFs concerned, (535 in Wolof, 201 in Pulaar, and 228 in Seereer). The details are available in the table below:

**Table 9: Total Number of CEI Teachers Guides Distributed, by IEF and Language**

IEF	Total of CEI Teacher's Guides - Wolof	Total of CEI Teacher's Guides - Pulaar	Total of CEI Teacher's Guides - Seereer
Birkilane	54	4	0
Diofior	3	0	55
Fatick	31	9	100
Foundiougne	61	2	11

Gossas	63	3	35
Guinguineo	0	0	0
Kaffrine	49	2	0
Kanel	0	45	0
Kaolack Commune	72	0	0
Kaolack Département	122	9	24
Koungheul	36	10	0
Malem Hodar	36	4	3
Matam	8	96	0
Nioro	0	0	0
Ranerou	0	16	0
<b>Grand Total</b>	<b>533</b>	<b>200</b>	<b>228</b>

- 33,933 CI textbooks were distributed to students in the 21 target IEFs (21,798 in Wolof, 6,710 in Pulaar, and 5,425 in Seereer). This allocation is in addition to the existing materials already available and usable in the classes. The details are shown in the table below:

**Table 10: Total Number of CI Student Textbooks Distributed, by IEF and Language**

IEF	Total of CI textbooks - Wolof	Total of CI textbooks - Pulaar	Total of CI textbooks - Seereer
Bambey	4,369	32	1,537
Birkilane	470	37	0
Diofior	171	0	592
Diourbel	1,962	40	972
Fatick	133	0	929
Foundiougne	490	41	246
Gossas	578	69	196
Guinguineo	371	13	149
Kaffrine	1,394	23	56
Kanel	0	1,508	0
Kaolack Commune	1,888	0	0
Kaolack Département	774	94	364
Kebemer	782	219	0
Koungheul	440	6	0
Linguere	336	846	212
Louga	2,233	413	0
Malem Hodar	495	65	28
Matam	238	2,391	0
Mbacke	2,372	60	144
Nioro	2,302	399	0
Ranerou	0	454	0

<b>Grand Total</b>	<b>21,798</b>	<b>6,710</b>	<b>5,425</b>
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- 91,634 CP textbooks were distributed for use by students in the 21 target IEFs (64,215 in Wolof, 14,797 in Pulaar, and 12,622 in Seereer). This allocation complements the existing CP textbooks already available and usable in the classrooms. The details are shown in Table 11 below:

**Table 11: Total Number of CP Student Textbooks Distributed, by IEF and Language**

IEF	Total of CP textbooks - Wolof	Total of CP textbooks - Pulaar	Total of CP textbooks - Seereer
Bambey	6,838	33	2,732
Birkilane	828	190	0
Diofior	103	0	1,246
Diourbel	7,417	134	2,863
Fatick	24	34	2,154
Foundiougne	1,835	74	1,497
Gossas	1,040	118	244
Guinguineo	1,524	100	351
Kaffrine	2,061	145	57
Kanel	0	1,241	0
Kaolack Commune	3,349	0	0
Kaolack Département	4,090	240	963
Kebemer	7,097	384	0
Koungheul	570	48	15
Linguere	3,393	2,192	196
Louga	9,273	903	0
Malem Hodar	1,071	37	33
Matam	61	6,625	0
Mbacke	8,619	550	262
Nioro	5,022	540	9
Ranerou	0	1,209	0
<b>Grand Total</b>	<b>64,215</b>	<b>14,797</b>	<b>12,622</b>

- 48,683 CEI textbooks were distributed for use by students in the 15 target IEFs (27,482 in Wolof, 10,386 in Pulaar, and 10,815 in Seereer). The details are shown in Table 12 below:

**Table 12: Total Number of CEI Textbooks Distributed, by IEF and Language**

IEF	Total of CEI textbooks - Wolof	Total of CEI textbooks - Pulaar	Total of CEI textbooks - Seereer
Birkilane	1,541	43	0
Diofior	77	0	3,448
Fatick	778	158	3,778
Foundiougne	2,709	35	1,213



Gossas	1,370	32	578
Guinguineo	2,095	117	518
Kaffrine	3,161	24	113
Kanel	0	5,100	0
Kaolack Commune	5,302	0	0
Kaolack Département	3,073	111	1,088
Koungheul	2,116	153	0
Malem Hodar	1,129	49	49
Matam	169	3,818	0
Nioro	3,962	451	30
Ranerou	0	295	0
<b>Grand Total</b>	<b>27,482</b>	<b>10,386</b>	<b>10,815</b>

- 145,312 CI house booklets were distributed for use by students in the 21 target IEFs (94,624 in Wolof, 25,666 in Pulaar, and 25,022 in Seereer). In accordance with the strategy adopted, the take-home booklets were renewed for all CI students, thus not taking into account the existing one distributed last year. The details are shown in Table 1 below:

**Table 13: Total Number of CI Take-Home Booklets Distributed, by IEF and Language**

IEF	Total of CI take-home booklets - Wolof	Total of CI take-home booklets - Pulaar	Total of CI take-home booklets - Seereer
Bambey	7,132	32	2,721
Birkilane	2,468	223	21
Diofior	684	0	6,255
Diourbel	6,522	111	2,895
Fatick	986	161	7,264
Foundiougne	5,540	146	2,670
Gossas	2,462	114	967
Guinguineo	3,854	195	989
Kaffrine	4,212	97	187
Kanel	0	6,539	0
Kaolack Commune	6,772	0	0
Kaolack Département	8,001	363	377
Kebemer	6,419	375	0
Koungheul	4,083	617	8
Linguere	4,263	1,938	300
Louga	9,102	880	0
Malem Hodar	2,556	122	89
Matam	720	10,657	0
Mbacke	9,261	381	249
Nioro	9,602	1,166	30
Ranerou	0	1,549	0

<b>Grand Total</b>	<b>94,624</b>	<b>25,666</b>	<b>25,022</b>
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- 138,623 CP take-home booklets were distributed to the students of the 21 IEFs concerned, i.e. 89,756 in Wolof, 24,492 in Pulaar, and 24,375 in Seereer. This allocation covers all CP pupils, not taking into account the existing one distributed last year. Details of the material distributed are given in the table below:

**Table 14: Total Number of CP Take-Home Booklets Distributed, by IEF and Language**

IEF	Total of CP take-home booklets - Wolof	Total of CP take-home booklets - Pulaar	Total of CP take-home booklets - Seereer
Bambey	7,044	33	2,724
Birkilane	2,094	240	0
Diofior	480	0	5,134
Diourbel	7,297	87	2,821
Fatick	911	101	6,796
Foundiougne	4,976	107	2,618
Gossas	2,259	141	799
Guinguineo	3,477	222	830
Kaffrine	4,745	153	137
Kanel	0	6,068	0
Kaolack Commune	6,916	0	0
Kaolack Département	6,996	355	1,930
Kebemer	6,770	362	0
Koungheul	2,996	621	15
Linguere	4,325	2,126	190
Louga	8,773	905	0
Malem Hodar	2,178	71	83
Matam	662	10,269	0
Mbacke	8,730	444	262
Nioro	8,127	860	36
Ranerou	0	1,327	0
<b>Grand Total</b>	<b>89,756</b>	<b>24,492</b>	<b>24,375</b>

- 47,288 CEI house booklets were distributed to the pupils of the 15 IEFs concerned, i.e. 27,135 in Wolof, 10,158 in Pulaar, and 9,995 in Seereer. The details are shown in the table below:

**Table 15: Total Number of CEI Take-Home Booklets Distributed, by IEF and Language**

IEF	Total of CEI take-home booklets - Wolof	Total of CEI take-home booklets - Pulaar	Total of CEI take-home booklets - Seereer
Birkilane	1,541	43	0
Diofior	0	0	3,448

Fatick	760	161	3,778
Foundiougne	2,672	45	1,217
Gossas	1,370	32	578
Guinguineo	2,095	0	518
Kaffrine	3,183	24	113
Kanel	0	5,006	0
Kaolack Commune	4,919	0	0
Kaolack Département	3,137	75	273
Koungheul	2,116	162	0
Malem Hodar	1,129	49	40
Matam	251	3,845	0
Nioro	3,962	451	30
Ranerou	0	265	0
<b>Grand Total</b>	<b>27,135</b>	<b>10,158</b>	<b>9,995</b>

- 3,426 CP story books were distributed to the pupils of the 21 IEFs concerned, i.e. 2,104 in Wolof, 684 in Pulaar, and 638 in Seereer. The details are shown in the table below:

**Table 16: Total Number of CP Read-aloud Storybook Distributed, by IEF and Language**

IEF	Total of CP read-aloud storybooks - Wolof	Total of CP read-aloud storybooks - Pulaar	Total of CP read-aloud storybooks - Seereer
Bambey	135	1	39
Birkilane	90	13	2
Diofior	15	0	155
Diourbel	115	5	73
Fatick	25	6	173
Foundiougne	178	5	77
Gossas	75	7	29
Guinguineo	103	8	30
Kaffrine	141	6	2
Kanel	0	99	0
Kaolack Commune	79	0	0
Kaolack Département	157	13	37
Kebemer	192	12	0
Koungheul	93	24	1
Linguere	125	94	7
Louga	247	38	0
Malem Hodar	73	2	3
Matam	16	230	0

Mbacke	135	12	9
Nioro	110	23	1
Ranerou	0	86	0
<b>Grand Total</b>	<b>2,104</b>	<b>684</b>	<b>638</b>

- 1,166 story books CEI were distributed to the pupils of the 15 IEFs concerned, i.e. 664 in Wolof, 231 in Pulaar, and 271 in Seereer respectively. The details are shown in the table below:

**Table 17: Total Number of CEI Read-aloud Storybook Distributed, by IEF and Language**

<b>IEF</b>	<b>Total of CEI read-aloud storybook - Wolof</b>	<b>Total of CEI read-aloud storybook - Pulaar</b>	<b>Total of CEI read-aloud storybook - Seereer</b>
Birkilane	50	2	0
Diofior	0	0	82
Fatick	19	5	94
Foundiougne	84	1	32
Gossas	45	2	21
Guinguineo	63	4	19
Kaffrine	91	1	2
Kanel	0	82	0
Kaolack Commune	67	0	0
Kaolack Département	69	5	18
Koungheul	63	5	0
Malem Hodar	40	3	2
Matam	7	89	0
Nioro	66	10	1
Ranerou	0	21	0
<b>Grand Total</b>	<b>664</b>	<b>230</b>	<b>271</b>

- 189,384 graduated decodable booklets were distributed to all 21 IEFs, i.e. approximately 35,780 sets of 4 booklets and 9,255 sets of 5 booklets per level for each group of 10 students. The provision of decodables for levels 1-2-3-4 and 5 complements the existing decodables already available and usable in the classrooms. The CI classes have received the booklets for levels 1-3, the CP classes the booklets for levels 3-5 and the CEI classes the booklets for levels 5-7. The table below summarizes the distribution of this material among the different IEFs:

**Table 18: Total Sets of Decodable Leveled Readers Distributed, by IEF and Language**

IEF	Sum of level 1 Wolof	Sum of level 1 Pulaar	Sum of level 1 Seereer	Sum of level 2 Wolof	Sum of level 2 Pulaar	Sum of level 2 Seereer	Sum of level 3 Wolof	Sum of level 3 Pulaar	Sum of level 3 Seereer	Sum of level 4 Wolof	Sum of level 4 Pulaar	Sum of level 4 Seereer	Sum of level 5 Wolof	Sum of level 5 Pulaar	Sum of level 5 Seereer	Sum of level 6 Wolof	Sum of level 6 Pulaar	Sum of level 6 Seereer	Sum of level 7 Wolof	Sum of level 7 Pulaar	Sum of level 7 Seereer
Bambey	1788	12	635	1788	12	635	2801	12	1148	2752	0	1059	2734	13	1080	0	0	0	0	0	0
Birkilane	114	0	0	147	0	0	315	1	0	306	9	6	657	12	8	771	9	0	771	16	0
Diofior	71	0	146	77	0	218	270	0	428	128	0	220	238	0	242	0	0	1759	0	0	1710
Diourbel	712	16	156	578	16	156	2967	59	1220	2881	47	1100	2886	47	1107	0	0	0	0	0	0
Fatick	9	0	310	12	0	306	7	56	1268	0	16	1242	382	40	2522	374	75	1913	358	55	1893
Foundiougne	178	8	85	192	8	104	611	30	53	343	44	452	1707	48	911	1383	0	404	1348	20	344
Gossas	234	30	127	68	30	123	344	59	73	169	47	88	1003	66	129	661	15	274	681	4	282
Guinguineo	98	26	78	116	26	78	736	78	215	690	53	190	1292	88	329	937	45	38	940	45	38
Kaffrine	312	15	13	302	25	9	713	49	17	683	0	11	1478	31	55	1572	11	52	1514	10	52
Kanel	0	400	0	0	403	0	0	357	0	0	422	0	0	632	0	0	2452	0	0	2317	0
Kaolack Commune	376	0	0	504	0	0	1130	0	0	1112	0	0	3066	0	0	2465	0	0	2440	0	0
Kaolack Departement	350	34	111	346	30	114	1198	108	430	1669	93	382	2838	132	604	1624	5	193	1580	15	208
Kebemer	393	92	0	313	92	0	1432	156	0	2706	164	0	2746	164	0	0	0	0	0	0	0
Koungheul	180	0	0	176	0	0	315	0	0	208	44	4	696	19	4	1065	77	0	1063	40	0
Linguere	91	271	76	93	277	84	273	459	100	1625	817	80	1751	810	64	0	0	0	0	0	0
Louga	629	176	0	634	182	0	3598	526	0	3480	366	0	3589	393	0	0	0	0	0	0	0
Malem Hodar	220	0	8	222	0	11	473	0	13	458	5	11	829	11	29	565	23	22	561	23	20
Matam	0	264	0	0	268	0	182	2977	0	132	2400	0	244	3272	0	103	1729	0	103	1717	0
Mbacke	902	36	56	902	36	56	4156	251	140	3501	227	108	3451	228	108	0	0	0	0	0	0
Nioro	1280	176	0	1140	170	0	2892	396	4	2314	384	8	3778	516	16	1871	186	20	1929	170	20
Ranerou	0	176	0	0	176	0	0	297	0	0	144	0	0	508	0	0	164	0	0	164	0
Grand Total	7937	1732	1801	7610	1751	1894	24413	5871	5109	25157	5282	4961	35365	7030	7208	13391	4791	4675	13288	4596	4567

In the end, nearly 702,000 materials were distributed as part of this campaign, which ran from November 18 to December 5, 2019, not including the materials distributed as part of the closing of gaps not related to teacher guides. For the CI and CP levels, it was a question of considering the materials available in the classes to complete, the CEI level having been enrolled in the program this year, its allocation was made according to the actual current enrollment. Two major challenges related to the fluctuating number of students and the estimation of the reusable materials available in the classes were encountered during this distribution campaign. Lecture Pour Tous, despite the difficulty in mastering the data relating to these two points, had taken them into account in its planning. Thus, the calculation of class size was based on the actual year 3 to establish a projection on the year 4, considering that the number of pupils of CI year 3 will constitute the number of CP year 4 for each school (idem for CP year 3, CEI year 4). For the second point, a wastage rate of 3% was evaluated and projected on the materials distributed during Year 3 to quantify the reusable materials available in the classes in Year 4.

The necessary readjustments were made in the field, at the time of distribution, taking into account the number of staff and the real needs for replacement and completion of equipment.

## D. Deficit Supply and Mitigation Plan

Due to the lack of control over certain fluctuating factors at the time of textbook production, notably the number of functional classes in N+I, the language of instruction in these different classes, the exact number of pupils enrolled and teachers, the number of materials in the classes in a state of readiness for reuse in N+I, a deficit was noted in the teacher's guides during distribution operations. Beyond the factors mentioned above, the thaw (for availability of teachers or numbers) of certain classes also accentuated this situation.

The table below presents the situation of deficits for this material intended for teachers and school directors and inspectors intervening in the framework of coaching:

**Table 19: Deficit Supply of Teacher's Guide by Type and IA**

TITRES	KAOLACK	KAFFRINE	FATICK	LOUGA	DIOURBEL	MATAM	CUMUL
Guide Enseignant CI Wolof	65	6	1	125	146	0	343
Guide Enseignant CI Pulaar	23	4	0	130	21	300	478
Guide Enseignant CI Seereer	5	0	3	13	95	0	116
Guide Enseignant CP Wolof	412	78	72	722	474	48	1806
Guide Enseignant CP Pulaar	30	21	0	172	64	371	658
Guide Enseignant CP Seereer	62	4	158	16	175	0	415
Guide Enseignant CE1 Wolof	355	249	112	0	0	58	774
Guide Enseignant CE1 Pulaar	35	11	2	0	0	366	414
Guide Enseignant CI Seereer	44	6	192	0	0	0	242
<b>Gand Total</b>	<b>1,031</b>	<b>379</b>	<b>540</b>	<b>1,178</b>	<b>975</b>	<b>1,143</b>	<b>5,246</b>

An overall shortfall of 5,246 teacher guides combining the three levels (CI, CP, CEI) and languages (Wolof, Pulaar, Seereer) was evaluated at the end of the distribution to cover the needs of teachers who do not yet have the materials as well as those of school directors and inspector coaches.

Immediately after the end of the distribution, the electronic version of the material was widely distributed and made available to teachers, by being added to copies of essential pages of the document and coaching videos to alleviate difficulties and enable learning to take place. Lecture Pour Tous took all necessary steps to expedite a complementary order for the material, resulting in a local reprint by Polykrome of the guide in all three levels and languages. The totality of this order was received and redeployed in the field to the different IEFs for distribution to teachers via the school directors through the focal points and subject accountants. This operation will take place from in March 2020 simultaneously in all 21 IEFs.

## **E. Compilation and Exploitation of the Data**

As data analysis is an essential step in the distribution process, for the purposes of compliance and good management and respect of commitments to the donor, particularly for post-distribution audits, the actors of Bolloré, MEN, and Lecture Pour Tous have undertaken the data collection, verification and analysis process described below.

Immediately after the end of the distribution operations, the educational materials officer, in charge of managing the materials under the IEF, assisted by the Lecture Pour Tous focal point, compiled the delivery slips filled out for each transfer of materials to a school director to compare them with the list of targeted schools in their district in order to identify schools whose directors did not show up to receive their allocation.

Subsequently, after checking all the delivery slips, the Lecture Pour Tous focal points transferred these documents to the two zonal offices in Louga and Kaolack so as to be entered into the program's databases. Lecture Pour Tous decided to centralize data entry in the program's zonal offices to ensure the security of the delivery slips, the only physical documents confirming distribution. The transfer of these documents to the zonal offices took longer than expected due to several factors, including the need to continue to use these slips in the GELs to identify schools whose head teachers did not participate in distribution days or identify additional materials that were out of stock at the distribution site when supplying certain schools.

Once the delivery slips were received at the zonal office level, the Lecture Pour Tous monitoring, evaluation and learning staff (MEL) proceeded to enter the data into a centralized database by zone. The data entry and subsequent data cleaning and analysis took more time than originally anticipated, due to the large number of delivery slips and the large number of different types of materials to be distributed to a school (up to ten different types of materials distributed to the same school).

Finally, the MEL team's analysis of the data from the various delivery slips confirmed that the database used to establish this immediate post-distribution audit report may be considered reliable., despite an error rate of approximately 5% related to human error during data entry. This error rate is not considered significant.

Simultaneously, Bolloré, via its electronic tracking system "Link Tracking Solution", was finalizing the processing of the distribution data collected through this medium to enable us to compare the data. The triangulation of the data from "Link Tracking Solutions" and the data from the various internal/external surveys (call center, Telerivet and MEL Lecture Pour Tous field mission) will be used as a basis for comparison to certify the data in this report, and to support the 90-day post-distribution audit report.

## **F. Challenges and Lessons Learned**

Despite several challenges, including the lack of teaching/learning materials, the 2019-2020 learning materials distribution campaign has seen several points of improvement over last year's campaign. Lessons learned from the previous distribution (2018-2019) allowed Lecture Pour Tous to start the campaign 50 days earlier than last year (18 November instead of 7 January), and to proceed with the distribution in a very short time frame given the areas and the number of beneficiaries to be covered. Although it was carried out in November 2019 due to some delays in the development, printing and shipment of materials, this rapid distribution effort is considered a success by the partners and beneficiaries.

In addition, the next 90-day post-distribution audit will allow the program, after the gap in the teacher guides has been closed, to fully confirm that sufficient quantities of each type of material in the right language are available in the classrooms in the hands of the beneficiaries (students and teachers) and that these materials are used and managed efficiently.

On the basis of this year's experiences, both positive findings and those to be improved have been identified to perfect the process of acquisition and distribution of teaching materials, in order to ensure their availability at the start of the 2020-2021 school year.

### **Things that went well:**

- The continued option of centralized distribution to the IEFs from which school directors remove their respective materials compared to direct distribution to schools has reduced distribution time, costs, logistical, management, identification and access problems.
- Group travel and the integration of Lecture Pour Tous staff into each IEF proved to be very useful in helping local authorities manage the distribution campaign, quickly identify schools whose head teachers did not participate, and continue the process to enable them to have their materials available as soon as possible. The intervention of Bolloré agents at the IEFs during the distribution days was also a positive initiative.
- The convening of directors by CODEC (Collective of School Directors) to carry out the collection was a positive aspect by making it possible to identify in advance the schools concerned for each distribution day, making it easier to convene, monitor, and collect the materials. This measure also prevented the school directors from arriving to the sites and collecting materials at the same time, avoiding long wait times.
- The inclusion of an electronic tracking and tracing system will eventually lead to automated management of the process, guaranteeing a clear and standardized breakdown of the quantities of materials distributed by type and language, and thus increasing the validity and reliability of distribution data.
- The organization of training sessions on the materials and their distribution keys before the start of operations has made it possible to better prepare the actors (Lecture Pour Tous staff and Bolloré agents) by familiarizing them with the materials and the delivery keys to be used (number of books per person, class, etc.).
- Reimbursement of school directors' transport costs greatly facilitated the recovery of materials from the IEFs and delivery to the schools. This approach should be studied by the MEN, these expenses will certainly be budgeted for, but in terms of benefits the cost will be much lower than direct distribution to schools (to the last few kilometers) and waiting time for collection is reduced to a minimum, with the result that the material is available in the hands of pupils within a short period of time.
- The use of IEFs as transit, storage, and distribution sites has also been beneficial as it minimizes logistical constraints, increases security of materials (low handling with less risk of loss/theft) and saves considerable time.

### **Opportunities for improvement:**

- Despite the time constraints linked to the availability of materials in the classes, the definition, respect, and application of a realistic distribution schedule which included incompressible deadlines for each stage (database development, dispatching, local transport, handling, distribution days, inter-site movements of the participants during the distribution) is necessary for an optimal realization of the distribution process taking into account the volume of the operation.
- The absence of reliable educational statistics added to the dynamic enrollments made it difficult at the time of the order to estimate the real number of books needed before the beginning of the school year with the following consequences: deficits of materials (teacher's guides), gaps linked to stock shortages at the level of distribution sites, lengthening of distribution operations, difficult management of distribution data and tracking system. This situation is a major challenge.



- Despite the efforts of the Lecture Pour Tous MEL focal points and the IEF's educational materials officer, the collection, centralization and processing of distribution data still needs to be improved in order to allow for more efficient feedback and data sharing, thus enabling post-distribution audits to be carried out in a timely manner.
- Improvement of internal communication around distribution, to harmonize the level of information to stakeholders.

### 3. CONCLUSION

The distribution campaign for teaching and learning materials for the 2019-2020 school year was completed after 18 days of distribution, a satisfactory timeframe for such large-scale distribution. This was made possible due to close collaboration between key actors, including Lecture Pour Tous staff, the IEF educational materials officers and inspectors, as well as agents from the distribution company Bolloré. Effective coordination between the program, local authorities and school directors has greatly contributed to the achievement of a coverage rate of about 88.56% of the targeted schools and daaras. Although the program faced some challenges, notably the lack of teacher guides during distribution, the program was able to take mitigating measures (making digital versions of these materials available, among other measures) and draw the necessary lessons to overcome this obstacle and avoid it in future distributions. It should be noted that this immediate pre and post distribution report does not cover outputs 1.2 (training support) and 1.3 (coaching support) which will be the subject of a different report.

For these two outputs (1.2 and 1.3) a separate report will be submitted as soon as the situation linked to the covid 19 pandemic is exceeded allowing organization of recycling sessions during which the total distribution of the materials concerned, including for coaching, will be finalized.

Also at the end of this distribution campaign and as a complement to this report, Lecture Pour Tous launched a new quantitative and qualitative audit both externally, through the use of a call center to contact 20% of the targeted teachers to confirm the quantities received, and internally through a survey conducted via the Telerivet platform and a field mission visiting classes to ascertain the availability and condition of the materials in a representative sample of schools. This audit report 90 days after distribution will take into account the additional materials distributed as part of the reduction of gaps related to stock-outs at the distribution sites and to the deficit of the teacher's guide and should allow a more thorough analysis from the coverage rate to the satisfaction rate for each type of materials.

Lecture Pour Tous will use all the lessons learned from this distribution campaign to apply them to the process of acquisition and distribution of materials for the school year 2020-2021. This will lead to significant improvements in the distribution system, as well as in the development, printing and mailing of materials

## **ANNEXES**

**Annex I: Production Site Inspection Report**

**Annex II: Inspection Form**

**Annex III: Distribution Strategy**

**Annex IV: Example of a School's POD**